NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: BLOOMFIELD SCHOOL DISTRICT	School: Berkeley Elementary School
Chief School Administrator: SALVATORE GONCALVES	Address: 351 Bloomfield Avenue, Bloomfield, NJ 07003
Chief School Administrator's E-mail: SGoncalves@bloomfield.k12.nj.us	Grade Levels: K-6
Title I Contact: Joanne Decker	Principal: Dr. Heather Carr
Title I Contact E-mail: jdecker@bloomfield.k12.nj.us	Principal's E-mail: hcarr@bloomfield.k12.nj.us
Title I Contact Phone Number: 973-680-8500	Principal's Phone Number: 973-680-8540

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

Critical Overview Elements

- The School held _____3_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ _____ , which comprised _____ % of the school's budget in 2014-2015.

- State/local funds to support the school will be $_____ , which will comprise _____ % of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
	#1 Closing the achievement gap #2 English Language Arts Literacy #3 Effective writing instruction #4 Math proficiency			
Literacy Coaching	yes			
p/t skills teacher	yes			
Tutoring	yes			
Reading & Writing Workshop articulation	yes			
Classroom libraries	yes			
Homework Club	yes			
Parent academies K and Grade one	yes			

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Heather Carr, Ed.D.	Principal	yes	yes	yes	
Grace Goncalves	Literacy Coach	yes	yes	yes	
Karen Vazquez	Teacher - lower	yes	yes	yes	
Elina Russo	Teacher - ELA	yes	yes	yes	
Isabella Campece	Special education	yes	yes	yes	
Michael Gagliano	Teacher - upper	yes	yes	yes	

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
December 1, 2014	Berkeley School	Comprehensive Needs Assessment	Yes		yes	
May 14, 2015	Berkeley School	Schoolwide Plan Development	Yes		yes	
June 9, 2015	Berkeley School	Program Evaluation	Yes		yes	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:
- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Berkeley School will meet state target for student growth in LA and Math by focus on all students and targeting deficient subgroups to achieve state performance goals. All students will be supported in their work to improve personal scores so that individual and school wide performance expectations are met and exceeded. Professional learning communities and staff collaboration will continue to assure that teachers receive collegial support and professional development to promote student achievement. Our success in this goal is a priority.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? Yes

2. What were the strengths of the implementation process? The initiatives identified by the committee were supported by the staff needs assessment information and district initiatives. Our lowest performing students were serviced during intervention (RTI) periods daily at school and students were identified to attend tutoring sessions in an afterschool setting. Teachers at the table were involved in the ScIP (school improvement) conversations and collaborated with staff in the PLC meetings.

3. What implementation challenges and barriers did the school encounter?

   Instructional initiatives are hindered by lacking technology. The number of students serviced was insufficient as compared to need and staffing our tutoring programs was difficult due to low pay. In spite of funding made available to our Title I school, much needed equipment/computers were not allowable for purchase as indicated by the Business Office. In order to compensate for the deficit of experience in our low scio-economic homes, computers and Ipads, especially for take home use are needed to allow for extended day work.

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? The steps of the program were implemented without difficulty. Implementation is hindered by a lack of technology.

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?

   Teachers believe that intervention programs, additional classroom library books and parent academies, supported their work and offered a viable and integral way to improve student test scores. Their issues center on the lack of time and funding to produce the desired goals for students especially at risk.

6. What were the perceptions of the staff?

   The staff has participated in extensive PD this school year. They are aware of district initiatives and have aligned their SGO's to coordinate with the goals articulated in new instructional programs/materials. They have demonstrated a belief in the potential success of newly implemented district initiatives.

7. What tool(s) did the school use to measure the staff's perceptions? Each year the staff completes a Needs Assessment. Qualitative data and perceptions are a regular component of staff meeting discussions and weekly PLC conversations.

8. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions?

   The community is aware that we are a Lighthouse School with data driven programs that support student achievement. They are cognizant of funding issues needed to support students' sustained improvement by way of Home and School reports and Board of Education meetings. The community has articulated a need for additional parent support through H&S. Their attendance at parent academies is a measure of their trust in the support opportunities provided to them to support student achievement.

9. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? Small group instruction in the form of RTI and flexible grouping provides assistance to academically at-risk students. Teachers can refer students to I&RS for additional support and remediation.

10. How did the school structure the interventions? Small group instruction, after school tutoring sessions

11. How frequently did students receive instructional interventions? Daily – flex period, weekly, January to March – tutoring

12. What technologies did the school use to support the program? Computers(Study Island Program), Smartboards (class lessons during RTI), Neo's, laptops, Ipads.

13. Did the technology contribute to the success of the program and, if so, how?

    Limited success – lack of computers. Technology allowed us to use leveled readers and Renaissance Learning programs. RL included Accelerated Math (AM), Accelerated Reader (AR) and Math Facts in a Flash (Neo's), Math Fact Dash, KHAN Academy and Study Island. It remains the belief of the committee that every student should have a computer available to them during the majority of the day. Upper grades should have 1:1 laptops.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	39.7% P	TBA	Tutoring Programs, Response to Intervention (RTI) daily program, Accelerated Reader used to provide reading practice, STAR testing to identify specific skill deficits, TCA's used to identify student's individual reading level	RL could not be delivered to the full extent of its potential due to a shortage of laptops. Students waited for time on the computers. The need for skill practice among our most struggling students is lacking due to time and staff shortage. Our lowest performing students need daily intervention in small group (3-4 students) instruction to catch up and computer or Ipad access at home. The intervention programs were not supported by a Media Center teacher for this school year; this position was filled by an unqualified substitute.
Grade 5	54.4% P	TBA	Tutoring Programs, Response to Intervention (RTI) daily program, Accelerated Reader used to provide reading practice, STAR testing to identify specific skill deficits, TCA's used to identify student's individual reading level	RL could not be delivered to the full extent of its potential due to a shortage of laptops. Students waited for time on the computers. The need for skill practice among our most struggling students is lacking due to time and staff shortage. Our lowest performing students need daily intervention in small group (3-4 students) instruction to catch up and computer or Ipad access at home. The intervention programs were not supported by a Media Center teacher for this school year; this position was filled by an unqualified substitute.
Grade 6	55.3% P	TBA	See above	See above
Grade 7				
Grade 8				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4	57.9% P	TBA	Tutoring Programs, Response to Intervention daily program, Accelerated Math used to provide math practice at student's individual level, STAR testing to identify specific skill deficits	Programs centered on individual deficits and provided focused skill practice. Reduced funding limits tutoring for students in need of Math practice. Many students return to non-English speaking homes, prompting the need for more frequent after school programs to serve our at-risk population. Lap tops are limited. Only one RC has a SmartBoard. Skills teachers were eliminated.
Grade 5	75.4% P	TBA	Tutoring Programs, Response to Intervention daily program, Accelerated Math used to provide math practice at student's individual level, STAR testing to identify specific skill deficits	Programs centered on individual deficits and provided focused skill practice. Reduced funding limits tutoring for students in need of Math practice. Many students return to non-English speaking homes, prompting the need for more frequent after school programs to serve our at-risk population. Lap tops are limited. Only one RC has a SmartBoard. Skills teachers were eliminated.
Grade 6	66% P	TBA	See above	See above
Grade 7				
Grade 8				
Grade 11				
Grade 12				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	17%	3 of 55 4.9% Early emergent readers	Literacy Coach provided instruction for at-risk students; parent academies	The number of hours dedicated to intervention needs to be increased. Basic Skills program was eliminated. Teachers received additional PD and support in guided reading, especially with non-readers.
Grade 1	60%	29 of 68 42%	Literacy Coach provided instruction for at-risk students. Renaissance Learning Programs (AR), parent academies	The number of hours dedicated to intervention needs to be increased. Basic Skills program was eliminated. Teachers received additional PD and support in guided reading, especially with non-readers.
Grade 2	30%	23 of 59 38.9%	Literacy Coach provided instruction for at-risk students. Renaissance Learning Programs (AR)	The number of hours dedicated to intervention needs to be increased. Basic Skills program was eliminated. Teachers received additional PD and support in guided reading, especially with non-readers.
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1		27 of 68		

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Grade 2	41%	24 of 59 40.6%	Renaissance Learning Programs, Math Facts in a Flash (MFF) program	The number of hours dedicated to intervention needs to be increased.
Grade 9				
Grade 10				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	Total Population	Renaissance Learning, Flex periods Tutoring Parent academies	No	Growth Proficiency Report Study Island	184 of 373 students (49.3%) scored below the 49th percentile on STAR Reading assessment
Math	Total Population	Renaissance Learning, Accelerated Math Math Facts in a Flash, Flex periods, Math Fact Dash, Khan Academy	No	Growth Proficiency Report Study Island	150 of 372 students (40.3%) scored below the 48th percentile on STAR Math assessment

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA		Tutoring	Yes	Attendance sheets Pre/post STAR testing	97% attendance rate 15% growth on Study Island assessment
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	Whole school	Renaissance Learning-STAR Assessment Programs, Accelerated Reading training, AR360, Balanced literacy training, staff meetings, PLC's	TBD	PARCC results TBA	PARCC results TBA

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Whole school	Renaissance Learning-STAR Assessment Programs, Accelerated Math training, Connected Math training Subject articulation meetings, staff meetings, PLC's	TBD	PARCC results TBA	PARCC results TBA

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	Total Population	Parent Academies, Latin Literacy Family Nights	Yes	Attendance	Teacher College Assessments (TCA's) Status of the Class reports Attendance records
Math	Total Population				

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

❑ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	STAR results, tutoring pre/post testing, PARCC	TBA – PARCC scores STAR Reading SGO results (TCA based)
Academic Achievement - Writing	Writing prompts	70% of student scores improved from January to June –District Writing Prompt
Academic Achievement - Mathematics	STAR results, PARCC	TBA – PARCC scores STAR Math
Family and Community Engagement	Parent Academies, BTSN meetings, Latin Literacy Family Nights	Attendance, participation
Professional Development	Staff survey, PLC discussions, Staff meeting discussions, Investigations cadre 1, Balanced Literacy, SGO's, I&RS strategies	Staff feedback/discussion at faculty meetings indicate a majority of teachers provide positive feedback from PD offered district-wide and reinforced at the school level. All PD initiatives were provided at the district level, except those at staff meetings and PLC meetings.
Leadership	Administrative evaluation	Rating effective
School Climate and Culture	Newly implemented programs to promote student achievement and positive climate	Participation, attendance data, increased number of students achieving targeted goals; ex: Millionaires' Club
School-Based Youth Services		

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Students with Disabilities	LLI, Wilson, Successful Reader	
Homeless Students	Not applicable	
Migrant Students	Not applicable	
English Language Learners	See Reading, Writing, Math	
Economically Disadvantaged	See Reading, Writing, Math	

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? Staff survey, ScIP meetings-faculty representatives/stakeholders, faculty meeting discussions, PLC's

2. What process did the school use to collect and compile data for student subgroups? RL program data and spreadsheets of benchmark assessments, TCA data, report cards, teacher assessments

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? The RL program is nationally recognized; score validity based on thousands of tests nationwide.

4. What did the data analysis reveal regarding classroom instruction? SGO's indicated successful implementation of growth objectives. The school SGO average was 3.76.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? Last year PD was sparse as indicated in staff responses on needs assessment. Teachers requested and received additional PD top support new initiatives.

6. How does the school identify educationally at-risk students in a timely manner? Pre assessments are administered at the beginning of the year in STAR LA and STAR Math, TCA's, I&RS information, report card grades/comments

7. How does the school provide effective interventions to educationally at-risk students? Flex periods, tutoring and small group instruction; students are identified according ability level. I&RS meetings/strategies

8. How does the school address the needs of migrant students? Not applicable

9. How does the school address the needs of homeless students? Not applicable

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? The district dictates assessment tools such as STAR and TCA's.

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? Orientations are provided for all students entering kindergarten and their parents and for students (and parents) entering the middle school from elementary school. Students visit the schools and meet with staff. Kindergarten students are screened for skill level and spend time in the classroom in spring before the start of school. Middle School students are invited to the MS two evenings before entering their new school and Guidance counselors and the MS principal visit the elementary schools in the spring.

12. How did the school select the priority problems and root causes for the 2015-2016 school wide plan? Staff survey, dialogue with key staff (ScIP committee) and a review of student test results.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Closing the achievement gap	Students' inability to score at proficient and advanced proficient levels in ELA literacy
Describe the priority problem using at least two data sources	STAR assessments Writing prompts TCA's	STAR assessments, Study Island Writing prompts TCA's
Describe the root causes of the problem	Students from low socioeconomic backgrounds, homes with poorly educated parents, lack of parent involvement, lack of student exposure to language, lack of technology to support and accommodate district initiatives, lack of media center	Malfunction and lack of technology support Lack of intervention time with at-risk students
Subgroups or populations addressed	Total population Hispanic Economically Disadvantaged Students with Disabilities	Total population Hispanic Economically Disadvantaged Students with Disabilities
Related content area missed (i.e., ELA, Mathematics)	ELA, Math	LA
Name of scientifically research based intervention to address priority problems	RTI, AR, Successful Reader, AM, MFF, TCR&W programs	RTI, AR, Successful Reader, LLI
How does the intervention align with the Common Core State Standards?	aligns	aligns

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Providing effective writing instruction	Students' inability to score at higher levels of proficiency in Math
Describe the priority problem using at least two data sources	District writing prompt scores, report card grades ScIP meeting agendas, discussion	STAR Math Study Island
Describe the root causes of the problem	Lack of past consistency in writing instruction, RL does not address writing	Lack of skill practice; computers not consistently available, program changes
Subgroups or populations addressed	Total population	Total population
Related content area missed (i.e., ELA, Mathematics)	ELA	Math
Name of scientifically research based intervention to address priority problems	Teachers' College Writing Program	Accelerated Math Math Facts in a Flash Math Facts Dash Study Island
How does the intervention align with the Common Core State Standards?	aligns	aligns

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) *strengthen the core academic program in the school;*					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Co-teaching mode, Successful Reader, Accelerated Reader, DRA, LLI	Grade level teachers, Special Education staff	PARCC scores, STAR results	Renaissance Learning National Institute of Child Health (2000), *Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implication for reading instruction: Reports of the subgroups (NIH Publication No. 00-4754).* Washington, DC: US Government Printing Office.
Math	Students with Disabilities	Renaissance Learning Accelerated Math	Grade level teachers, Special Education staff	PARCC scores, STAR results	Renaissance Learning Use of progress monitoring system to enable teachers to differentiate math instruction. *Journal of Applied School Psychology*, 24(1), 1-28.
ELA	Homeless	Not applicable			
Math	Homeless	Not applicable			
ELA	Migrant	Not applicable			
Math	Migrant	Not applicable			
ELA	ELLs	ELL program	ELL teacher	PARCC scores, STAR results	See above
Math	ELLs	ELL program	ELL teacher	PARCC scores, STAR results	See above

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) strengthen the core academic program in the school;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	tutoring	teachers	PARCC scores, STAR assessments	Center for Comprehensive School Reform and Improvement (CCRS) http://www.centerforcsri.org
Math	Economically Disadvantaged	tutoring	teachers	PARCC scores, STAR assessments	Center for Comprehensive School Reform and Improvement (CCRS) http://www.centerforcsri.org
ELA					
Math					

*Use an asterisk to denote new programs.

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless	Not applicable			
Math	Homeless	Not applicable			

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities,</u> and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	Not applicable			
Math	Migrant	Not applicable			
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged	tutoring		PARCC scores, STAR assessments	Center for Comprehensive School Reform and Improvement (CCRS) http://www.centerforcsri.org
Math	Economically Disadvantaged	tutoring		PARCC scores, STAR assessments	Center for Comprehensive School Reform and Improvement (CCRS) http://www.centerforcsri.org
ELA					
Math					

*Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Guided Reading, RL training in Accelerated Reader, Balanced Literacy training, subject articulation meetings	Principal, subject specific supervisor	PARCC results STAR results	Renaissance Learning National Institute of Child Health (2000), *Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implication for reading instruction: Reports of the subgroups (NIH Publication No. 00-4754).* Washington, DC: US Government Printing Office.
Math	Students with Disabilities	RL training in Accelerated Math, Connected Math training, subject articulation meetings	Subject specific supervisor	PARCC results STAR results	RL – see above
ELA	Homeless	Not applicable			
Math	Homeless	Not applicable			
ELA	Migrant	Not applicable			
Math	Migrant	Not applicable			
ELA	ELLs	ELL Program	ELL teacher	PARCC results, STAR results	
Math	ELLs	ELL Program	ELL teacher	PARCC results, STAR results	

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	See above			
Math	Economically Disadvantaged	See above			
ELA					
Math					

Use an asterisk to denote new programs.

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (*Evaluation*). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? School staff TBD, on-going

2. What barriers or challenges does the school anticipate during the implementation process? Funding, time on task, adequate staff, class size

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? Small group meetings (PLC's), Staff meetings, Home and School meetings

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? Surveys, data collection STAR, SGO data,

5. What measurement tool(s) will the school use to gauge the perceptions of the community? Attendance at meetings

6. How will the school structure interventions? I&RS strategies/interventions, flex time

7. How frequently will students receive instructional interventions? Twice weekly

8. What resources/technologies will the school use to support the schoolwide program? Renaissance Learning, Study Island, AR, AM, MMF, AR360

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? STAR reports, PARCC results, benchmark testing, Study Island, report card grades, TCA results.

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? Agenda items at staff

meetings, PLC agendas, ScIP meeting with staff stakeholders, report out at H&S meetings and BTSN.

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children does well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	Total population	BTSN, Parent Academies, Latin Literacy Nights	Identified staff		
Math	Total population	BTSN, Parent Academies	Identified staff		

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? Most importantly these programs will address the language barrier for our Hispanic population. Parents are instructed in strategies for instructional support.

2. How will the school engage parents in the development of the written parent involvement policy? Parents are included in Title meetings.

3. How will the school distribute its written parent involvement policy? Internet, district website, school website, BTSN

4. How will the school engage parents in the development of the school-parent compact? Meetings with staff

5. How will the school ensure that parents receive and review the school-parent compact? Share information at BTSN, committee participation, Home & School meetings

6. How will the school report its student achievement data to families and the community? Home & School meetings, BOE presentations, information on school website as appropriate

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? letter

8. How will the school inform families and the community of the school's disaggregated assessment results? Home & School meetings, BOE presentations, information on school website as appropriate

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? Parents are included in Title meetings.

10. How will the school inform families about the academic achievement of their child/children? Teacher conferences, report cards

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? Parents are instructed in ways to assist students with homework; reading strategies are shared, depending on student's ability level, so reading is practiced and encouraged at home

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
School culture is promoted in the school, in town, on the school website and on the district website. New teachers are engaged in an active mentoring program, afforded additional PD at staff meetings, and participate in Professional Learning Communities especially geared to their needs. They are assisted with lesson planning, classroom management, instructional strategies to name a few. We promote the assignment of student teachers to our building so new candidates have an opportunity to experience our school.	